University of South Carolina Upstate
Education Professional Program

Student Handbook

USC Upstate School of Education
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Spartanburg, SC 29303
www.uscupstate.edu

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### Education Professional Program Student Handbook

#### Table of Contents

<table>
<thead>
<tr>
<th>Chapter 1: USC Upstate and the Education Professional Program</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Preface, Institutional Vision, and Institutional Mission</td>
<td>1</td>
</tr>
<tr>
<td>Institutional Core Values and Strategic Planning Goals</td>
<td>2</td>
</tr>
<tr>
<td>School of Education Relation to the University’s Vision and Mission and the Unit Conceptual Framework</td>
<td>3</td>
</tr>
<tr>
<td>School of Education (Unit) Organizing Theme, Vision, Mission, Core Values, and Philosophy</td>
<td>4</td>
</tr>
<tr>
<td>Theoretical Underpinnings of the USC Upstate School of Education Professional Program and Guiding Principles</td>
<td>7</td>
</tr>
<tr>
<td>Multicultural/Diversity Perspectives and Technology in the Professional Program</td>
<td>8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chapter 2: School of Education Professional Program Overview</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>General (Liberal Arts) Education Requirements and Early Childhood Education</td>
<td>9</td>
</tr>
<tr>
<td>Elementary Education and Middle Level Education</td>
<td>10</td>
</tr>
<tr>
<td>Middle Level, Special Education: Learning Disability, and Secondary Education Program</td>
<td>11</td>
</tr>
<tr>
<td>Professional Program (Unit) Organizing Theme</td>
<td>13</td>
</tr>
<tr>
<td>Education Professional Program (Unit) Performance-based Outcomes and Assessments</td>
<td>13</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chapter 3: School of Education Professional Program Assessment System Checkpoints</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table 1: Professional Program Assessment System Checkpoints</td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chapter 4: Field Experiences</th>
<th>18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>18</td>
</tr>
<tr>
<td>Clinical Experiences</td>
<td>18</td>
</tr>
<tr>
<td>Directed Student Teaching</td>
<td>19</td>
</tr>
<tr>
<td>Directed Teaching Evaluation</td>
<td>24</td>
</tr>
</tbody>
</table>

<p>| Chapter 5: Candidate Resources | 26 |</p>
<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate Participation in the Professional Program, Academic Advisement and Special Services to Candidates</td>
<td>26</td>
</tr>
<tr>
<td>Career Services, Scholarship Fund, and Clubs and Organizations</td>
<td>27</td>
</tr>
<tr>
<td>School of Education Communications, Diversity Conference and Recruitment Day, and Facilities: USC Upstate Spartanburg, Greenville, and Sumter Campuses</td>
<td>29</td>
</tr>
<tr>
<td>Policies, Credit for Teacher Cadet, Curriculum Development, Program Evaluation, and Recording Clause</td>
<td>30</td>
</tr>
<tr>
<td>Appendix A: Reflective Journal Assignment</td>
<td>33</td>
</tr>
<tr>
<td>Appendix B: Substitute Teaching Policy</td>
<td>34</td>
</tr>
<tr>
<td>Appendix C: Candidate Progress Review (CPR) Committee Policy and form</td>
<td>36</td>
</tr>
<tr>
<td>Appendix D: NIET Rubric</td>
<td>39</td>
</tr>
</tbody>
</table>
Chapter 1: University of South Carolina Upstate and the Education Professional Program

Preface

The School of Education at the University of South Carolina Upstate (USC Upstate) facilitates the University's goal of offering candidates a liberal arts-based professional education designed to develop an understanding of the human experience which will equip them and their future P-12 students to function productively in the nation’s democracy. The faculty of the School of Education, demonstrating the highest levels of professional excellence and personal concern, model these ideals in the classroom.

When an individual makes the decision to enter a teacher preparation program, that person must be aware of the magnitude of the associated responsibilities. A reflective practitioner/professional has responsibilities not only to students, but also to other members of the teaching community. As a group, teachers know that society entrusts them with the education and socialization of its youth, a responsibility not to be taken lightly. Candidates should select teacher education as an academic major fully realizing that they must be willing to spend many hours preparing for a life of dedicated service to students and to society. The purpose of this handbook is to describe in clear terms the USC Upstate School of Education Professional Program and to communicate to candidates the knowledge, skills, and dispositions they must possess and the criteria and expectations they must meet in order to become effective P-12 classroom teachers.

University of South Carolina Upstate (Institutional) Vision Statement

USC Upstate will emerge as “the metropolitan university of South Carolina” and one of the leading metropolitan universities of the Southeast, recognized as a center of superb teaching, experiential learning, regional partnerships, international opportunity, cultural diversity, and dynamic community activity.

Institutional Mission Statement

University of South Carolina Upstate aims to become one of the Southeast’s leading “metropolitan” universities … a university that acknowledges as its fundamental reason for being its relationship to expanding populations along the I-85 corridor. It aims to be recognized nationally among its peer metropolitan institutions for its excellence in education and commitment to its students, for its involvement in the Upstate, and for the clarity and integrity of its metropolitan mission.

As a senior public institution of the University of South Carolina with a comprehensive residential campus in Spartanburg and commuting and degree completion operations at the University Center of Greenville, the University’s primary responsibilities are to offer baccalaureate education to the citizens of the Upstate of South Carolina and to offer selected master’s degrees in response to regional demand.

USC Upstate strives to prepare its students to participate as responsible citizens in a diverse, global and knowledge-based society, to pursue excellence in their chosen careers and to continue learning throughout life. Curricula and services are designed for the University’s students, four to seven thousand in headcount, who are diverse in background, age, race, ethnicity, educational experience and academic goals. Students are drawn in large proportion from the Upstate where many choose to remain for their careers. A broad range of major curricula are provided in arts and sciences and in professional fields of study required by the regional economy, including business, education, and nursing. Through on-site instruction, distance learning, continuing education and inter-institutional articulation agreements, both traditional students and working professionals are served across the region.

Consistent with the international character of the Upstate, the University promotes global perspectives across its programs. Supporting the regional employment objectives of most of its students, it provides extensive experiential learning opportunities.
The University’s metropolitan mission rests upon a foundation of partnerships with the education, corporate and service organizations of the Upstate. The faculty provides leadership in promoting the Upstate’s economic, social and cultural development. This is achieved through its teaching, professional and public service, basic and applied scholarship and research, and creative endeavors.

**Institutional Core Values**

*The University's core values not only serve as the philosophical underpinnings of the institution's mission, but they serve to govern attitudes, behaviors, and decisions in daily activities among stakeholders. As such, the University of South Carolina Upstate affirms that...*

**People** come first. We are committed to creating an inclusive environment wherein we respect our differences as we pursue our common academic purposes. Our employees, students, parents and partners are the University’s most valuable assets. We aim to work hard, work smart and always do the right thing. We cooperate and collaborate with colleagues and constituents, aiming to be responsive, flexible, accessible and friendly in our service. We strive to be goodwill ambassadors for the University, and to advance its reputation and its metropolitan mission.

**Stewardship** of resources is critical to accomplishing the University’s mission. We understand the importance of evaluating and reflecting on our daily activities in order to gain the highest value in return for the University’s and our own professional investments. As employees, we aim to apply principles of honesty and fiscal responsibility in order to conserve student, partner, and University resources as though they were our own.

**Integrity** as an academic institution drives our daily activities. That integrity includes a passion for teaching and learning, and a belief that every employee and student has a right to learn and progress as far as he or she is able. We seek, therefore, to provide a distinctive learning environment that supports and encourages employee growth and personal and professional development.

**Institutional Strategic Planning Goals**

*The University of South Carolina Upstate commits itself to the following goals. These goals and their associated assumptions and strategies represent a campus consensus regarding the aspirations of USC Upstate and the means by which it is to pursue its mission over the coming five years.*

At its core, the University's mission is academic. Consequently, those goals that focus upon the academic enterprise are the most crucial. Yet, the goals function as linked elements. Consequently, the achievement of success in one area is dependent in critical ways on the achievement of success in the others.

**Goal 1** Student Success: Design and implement educational experiences that enable (facilitate) students to meet intellectual, social and career/professional objectives.

**Goal 2** Campus Community: Develop engaged campus communities in Spartanburg and Greenville supported by user-friendliness and enriched by diversity.

**Goal 3** Excellence in Academia: Support implementation of outstanding academic programs.

**Goal 4** Institutional Stature: Position the University to be recognized as an academic leader in the Upstate and as a critical partner in its economic and social development.

**Goal 5** Enrollment Management: Create enrollment capacity to meet the needs of the growing Upstate population.

**Goal 6** Operational Excellence: Pursue individual, organizational, technological, financial and capital development aimed at operational excellence.
USC Upstate Education Professional Program’s Relation to the University’s Vision and Mission

Faculty members and administrators of the USC Upstate Education Professional Program have adopted a conceptual framework, focused mission, and a performance-based assessment system which are consistent with the University’s vision and mission statements and which clearly describe beliefs and competencies supporting its Professional Program—teacher education programs which prepare teachers who are reflective practitioners and reflective professionals. By undergoing the rigorous processes of self-analysis and external review required for CAEP accreditation and state program approval, the USC Upstate Education Professional Program assures excellence in its programs as well as steadfast commitment to its candidates and to the well being of P12 students and teachers in its service area and beyond. Candidates completing the Education Professional Program possess the knowledge, skills, and dispositions necessary for effective teaching and reflective professionalism.

The USC Upstate Education Professional Program serves students primarily from a region of South Carolina encompassing Spartanburg, Greenville, Cherokee, Sumter, and Union counties. As the most important part of its mission, the Education Professional Program prepares teachers for the future. It is well known that most of these Program graduates teach in the University’s service area, commonly referred to as “Upstate South Carolina.”

An important aspect of the mission of the Education Professional Program is to serve the needs of schools in the state of South Carolina, particularly the Upstate region. This service involves working cooperatively with local teachers, P12 students, superintendents, instructional supervisors, and principals in professional development schools, partner schools, and in other cooperative working arrangements. In addition, faculty serve schools through curriculum development initiatives and various projects designed to meet specific needs of particular schools or school districts. Faculty members lead the development of curricula and summer institutes; they disseminate information on and demonstrate state-of-the-art methods of teaching; they provide in-service training, teacher effectiveness assessment training, and staff development activities; they share instructional materials and provide forums for the discussion of issues and trends in the field of education.

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**Undergraduate Organizing Theme.** Teachers prepared at USC Upstate are knowledgeable of the liberal arts and applicable content areas, the latest developments in curriculum and instruction, and the foundations of education. They understand and respect human diversity and place the welfare and educational needs of their students first. As reflective practitioners, they are committed to a service ideal which is built upon the highest professional standards and ethics.

**USC Upstate Education Professional Program (Unit) Vision**

The USC Upstate School of Education/Unit aims to be recognized nationally for its comprehensive, outstanding teacher preparation programs, the graduates of which are exemplary educators on the basis of their student-centered pedagogy, commitment to reflective teaching practice, and advocacy of positive change in education.

**The USC Upstate School of Education (Unit) Mission Statement**

- To prepare effective teachers who are reflective practitioners and professionals.
- To serve the needs of schools in the state of South Carolina, particularly the Upstate, working collaboratively with P-12 school personnel.
- To advance understanding of how teaching and learning occur effectively.

**The USC Upstate School of Education (Unit) Core Values/Goals**

- The faculty and candidates of the USC Upstate Professional Program demonstrate reflective teaching practice,
- The faculty and candidates of the USC Upstate Professional Program demonstrate learner-centered pedagogy,
- The faculty and candidates of the USC Upstate Professional Program demonstrate performance-based assessment,
- The faculty and candidates of the USC Upstate Professional Program demonstrate a commitment to diversity
- The faculty and candidates of the USC Upstate Professional Program demonstrate a commitment to professional responsibility.

Graduates from a USC Upstate Education Professional Program, either undergraduate or graduate, should possess

I. **A general exposure to and an appreciation of the traditional liberal arts and sciences of both western and non-western traditions** (see Institutional Standards).

II. **A specific exposure to the most up-to-date pedagogical theories and practices.** This requires mastery of content-area knowledge, skills in planning, instruction, human relations, classroom management, media and technology, as well as knowledge of human growth and development, the foundations of education, and various theories of human learning and motivation. Candidates have the ability to appropriately use performance-based assessment for testing, measuring, and evaluating pupil achievement not only in cognitive, but also in affective and psychomotor learning.

III. **A set of ethical principles, values, and dispositions.** Administrators and faculty members model, foster, and reinforce principles of justice and sensitivity toward racial, ethnic, cultural, linguistic, spiritual, and gender differences. Candidates learn through example, reading and discussion those dispositions critical to being an effective teacher--
fairness, open-mindedness, a belief that every child can learn, a commitment to excellence, and advocacy for positive change in education. Candidates completing the USC Upstate Education Professional Program continuously reflect upon their values and dispositions, refine these values and dispositions, and make some attempt to determine whether or not these values and dispositions are internally consistent, socially worthwhile, and egalitarian in view.

IV. A commitment to the principle of equality of educational opportunity for all students regardless of race, ethnic background, religious affiliation, sexual orientation, or gender. Teachers prepared in the USC Upstate Education Professional Program are committed to the principle of equality of educational opportunity and the supporting principles of multicultural education. Faculty members develop candidates’ knowledge of, skills for working with, and desirable dispositions toward individuals from diverse backgrounds by placing education majors in a variety of settings for field experiences. The Education Professional Program reflects a steadfast commitment to the principles of equity and fairness.

V. A commitment to knowledge of both theory and practice and an understanding of how one informs and strengthens the other. The faculty and administration of the USC Upstate Education Professional Program believe that attempting to teach any educational theory without the opportunity for practical application of the theory is fruitless, and that attempting to teach any lesson without an understanding of state-of-the-art theoretical grounding is equally unproductive. A well-prepared teacher understands that teaching is an art informed by science; the well-prepared teacher is guided by the best theory and practice known at a given time.

Institutional Standards

The Education Professional Program follows a set of institutional standards set forth by USC Upstate. We believe teacher candidates must master appropriate content as provided by USC Upstate through the required general education courses. This content provided, is an important precursor to the pedagogical aspects of the Education Professional Program coursework. The institutional standards provide general exposure to and an appreciation of the traditional liberal arts and sciences of both western and non-western traditions. Among these are included a functional knowledge and appreciation of those disciplines found in:

A. Communication. The USC Upstate graduate should be able to communicate effectively in English, both orally and in writing.

Objective: Specifically, the graduate should speak and write in a coherent, insightful and well-organized manner, using the conventions of Standard English.

Student Learning Outcomes. The student will be able to:

1. Develop, illustrate, and support clear and precise ideas in essays, papers, or speeches.
2. Synthesize, integrate and cite appropriate material in essays, papers or speeches.
3. Write or deliver grammatically correct essays, papers, or speeches for a variety of audiences.

B. Mathematics & Logic. The USC Upstate graduate should be able to reason effectively, understand and solve problems, and communicate quantitatively.

Objective: Specifically, the graduate should demonstrate the ability to analyze and synthesize logically and support quantitative conclusions with appropriate rationale or calculations.

Student Learning Outcomes. The student will be able to:

1. Analyze a problem and formulate a quantitative/ logical description using correct terminology and symbolism.
2. Use the description to achieve a resolution using correct logical or quantitative reasoning.
3. Communicate the conclusions or solutions orally or in writing, supported by reasoning or calculations as appropriate.

C. **Information Technology.** The USC Upstate graduate should have an awareness of information technologies and the ability to gather and process information as well as to communicate it to others effectively.

Objective: Specifically, the graduate should demonstrate and ability to apply information technologies.

Student Learning Outcomes. The student will be able to:

1. Use basic knowledge of computers and information technology to collect and analyze data, interpret results, and communicate findings.
2. Identify and use information technology resources and evaluate them for accuracy, suitability, and security.
3. Examine the social and ethical issues related to the use of information technology.

D. **Natural Sciences.** The USC Upstate graduate should understand scientific methods, principles and processes as well as their implications for society.

Objective: Specifically, the graduate should demonstrate knowledge of important scientific models that form a basis for understanding the modern world and an ability to participate in scientific investigations.

Student Learning Outcomes. The student will be able to:

1. Demonstrate knowledge of fundamental concepts from either the life sciences or physical sciences.
2. Demonstrate knowledge of scientific methodology.
3. Conduct experiments in a laboratory setting and support conclusions based on his or her own experimentation.

E. **Arts and Humanities.** The USC Upstate graduate should develop an awareness of the arts and humanities.

Objective: Specifically, the graduate should demonstrate knowledge of various modes of human thought and artistic expression.

Student Learning Outcomes. The student will be able to:

1. Analyze and evaluate creative works and/or demonstrate an ability to perform works of art.
2. Discuss ways in which the arts and humanities shape and are shaped by culture.
3. Explain the importance of the arts and humanities to the quality of life.

F. **Foreign Language/Culture.** The USC Upstate graduate should have an understanding of other cultures, including basic communication skills in at least one foreign language.

Objective: Specifically, the graduate should demonstrate an understanding of foreign culture or cultures combined with basic reading, writing, speaking and listening skills in at least one foreign language.

Student Learning Outcomes. The student will be able to:

1. Engage in simple conversations in a language other than English.
2. Demonstrate basic reading and writing skills in a language other than English.
3. Demonstrate knowledge of the distinctive features of the culture(s) associated with the language he or she is studying.

G. **History.** The USC Upstate graduate should understand the development and significance of historical events.

Objective: Specifically, the graduate should demonstrate knowledge of the history of at least one culture/society.
Student Learning Outcomes. The student will be able to:

1. Demonstrate knowledge of at least two of the following historical dimensions: political, cultural, intellectual, economic, and social.
2. Demonstrate an understanding of causal relationships between historical events.

H. Social and Behavioral Sciences. The USC Upstate graduate should possess a scientific understanding of the complex determinates of human interaction.

Objective: Specifically, the graduate should demonstrate knowledge of internal and external influences that affect human behavior.

Student Learning Outcomes. The student will be able to:

1. Identify and define discipline-specific terms, facts, concepts, and major principles of the social sciences.
2. Identify the advantages and limitations of basic research techniques used in the social sciences.
3. Apply selected concepts of the social sciences to real social situations.

Theoretical Foundation of the USC Upstate School of Education Professional Program

The philosophy of the School of Education is consistent with the tenets of progressivism and constructivism. Practices and behaviors consistent with these approaches include:

- Application of problem-solving and scientific inquiry;
- Use of cooperative learning experiences and self-discipline;
- Emphasis on how to think, as well as, on what to think with the teacher serving as a guide;
- Appreciation of the interdisciplinary nature of learning and the interconnection of knowledge;
- Preparation of all students for full participation in a democratic society.

Guiding Principles of the USC Upstate School of Education Professional Program

In accordance with its mission, philosophy, and theoretical orientation, the School of Education follows these guiding principles based on the Interstate New Teacher Assessment and Support Consortium (INTASC), Council for Accreditation of Educator Preparation (CAEP), and the South Carolina Assistance, Development and Evaluation of Professional Teaching (ADEPT) standards. Teachers prepared at USC Upstate:

- possess thorough and accurate knowledge of the content they teach;
- demonstrate competence as effective long-range instructional planners;
- demonstrate competence as effective daily (short-range) instructional planners;
- demonstrate competence in the areas of student assessment, reflective self-assessment and use of assessments in instruction;
- establish high expectations for all learners;
- demonstrate knowledge of and capability in implementing a variety of instructional strategies to include utilizing state-of-the-art instructional technology;
- effectively monitor student learning, provide meaningful feedback to students, and enhance students’ learning;
- maintain a classroom environment that promotes and facilitates learning;
- manage their classrooms effectively with equity, fairness, and firmness;
- develop as teachers both professionally and personally and fulfill professional responsibilities.
Multicultural/Diversity Perspectives in the School of Education Professional Program

Its mission, philosophy, principles and organizing themes drive the USC Upstate School of Education’s commitment to multicultural/diversity education. As reflective teachers, graduates of School of Education Professional Program:

- Believe that all children can learn;
- Create a learning environment that is inclusive;
- Understand, respect, and accommodate for group and individual differences;
- Instruct for altruism, empathy, and tolerance; and
- Promote justice.

Technology in the School of Education Professional Program

Guided by the standards of the International Society for Technology in Education (ISTE) USC Upstate teacher education majors at both the undergraduate and graduate levels:

- Demonstrate a sound understanding of technology operations and concepts;
- Plan and design effective learning environments supported by technology;
- Implement curriculum plans that include methods and strategies for applying technology to maximize student learning;
- Apply technology to facilitate a variety of effective assessment and evaluation strategies; and
- Understand the social, ethical, and legal implications of technology
Chapter 2: School of Education Professional Program Overview

The USC Upstate School of Education certification degree programs are recognized and approved by national, regional, and state entities. The USC Upstate School of Education has two non-certification programs. The Commission on Colleges of the Southern Association of Colleges and Schools (SACS) has approved the University to honor baccalaureate and master’s degrees. The School of Education has CAEP accreditation and is fully approved by the South Carolina Department of Education and the Commission on Higher Education. The professional teacher preparation Programs are in compliance with their respective specialized professional standards.

Program Overview

The USC Upstate School of Education offers programs which prepare students for South Carolina teacher certification in the areas of Early Childhood Education (Bachelor of Arts), Elementary Education (Bachelor of Arts), Middle Level Education (Bachelor of Arts), Special Education: Learning Disabilities (Bachelor of Science), Secondary Education—Biology (Bachelor of Science), Secondary Education—Chemistry (Bachelor of Science), Secondary Education—English (Bachelor of Arts or Science), Secondary Education—Spanish (Bachelor of Arts), Secondary Education—Mathematics (Bachelor of Science), Secondary Education—Social Studies/History (Bachelor of Arts or Science), and Physical Education (Bachelor of Science). The College of Arts and Sciences prepare students for South Carolina teacher certification in the areas Art Education (Bachelor of Science). The School of Education also offer degree programs that lead to a bachelor’s degree: Exercise Science (Bachelor of Science) and Child Development and Family Studies (Bachelor of Arts). A description of each program follows.

General (Liberal Arts) Education Requirements

Each student enrolled at USC Upstate must complete a core of general (liberal arts) education coursework. This requirement is consistent with the stated mission, philosophy, goals, and objectives of both the University and the School of Education. USC Upstate teacher education programs emphasize the general liberal arts and content area knowledge which serve as the foundation of effective P12 teaching. General liberal arts education requirements for all students in the USC Upstate teacher education program include study in the areas Communications, Mathematics, Arts and Humanities, Social and Behavioral Sciences, Natural Science, Foreign Culture, and Computer Studies.

Art Education Program

The College of Arts and Sciences Department of Fine Arts and Communication Studies offers a Bachelor of Arts Degree in Art Education. This certification program is designed to prepare candidates for careers as K-12 art teachers, for graduate work in art education and for employment in schools, museums, community art organizations and libraries. The Art Education Program will meet the knowledge, skills and dispositions standards of the National Association of Art and Design (NASAD), a constituent organization of CAEP. Although housed in the College of Arts and Sciences, Art Education candidates follow the same admission, retention, and exit policies established by the School of Education. The Program is a component of the School of Education unit and thereby adheres to the practices, procedures, and assessment system implemented to fulfill CAEP accreditation requirements.
Early Childhood Education

The Early Childhood Education program provides preparation for teaching in PreK – 3rd grade. A substantial portion of the curriculum consists of coursework in the liberal arts to establish a broad base of knowledge prior to the professional sequence. Throughout the professional coursework candidates participate in a sequence of clinical experiences with young children that concludes with an intensive directed (student) teaching experience in a public school setting. The USC Upstate Early Childhood Education program meets knowledge, skills and dispositions standards of the National Association for Education of the Young Child (NAEYC), a constituent organization of the Council for Accreditation of Educator Preparation.

Early Childhood Education Program for Students in Sumter

USC Upstate and USC Sumter, a two-year campus in the USC system, have formed a partnership to better serve the needs of students in the Sumter area who desire a degree in early childhood education. Sumter students complete the first two years of general education at USC Sumter, enrolling in courses outlined in an articulation agreement. Upon completion of those courses, Sumter students enter the Professional Program in teacher education at USC Upstate offered on the Sumter Campus.

Early Childhood Education Program for Students in Greenville

USC Upstate and Greenville Technical College (GTC) have formed a partnership to better serve the needs of students in the Greenville area who desire a degree in early childhood education. Greenville students complete the first two years of general education at GTC, enrolling in courses outlined in an articulation agreement. Upon completion of those courses, GTC students who meet professional program requirements enter the teacher education program at USC Upstate Greenville Campus.

Elementary Education

The Elementary Education Program is designed to prepare students to teach in grades 2-6. The Program consists of coursework in general liberal arts, professional education, and subject matter to be taught. Throughout the professional coursework candidates participate in a sequence of clinical experiences with students in grades 2 – 6 and concludes with an intensive directed (student) teaching experience in a public school setting. Phases of the professional program students have clinical/practicum assignments in public school. The USC Upstate Elementary Education Program meets knowledge, skills and dispositions standards of the Association for Childhood Education International (ACEI), a constituent organization of CAEP.

Elementary Education Program for Students in Sumter

USC Upstate and USC Sumter, a two-year campus in the USC system, have formed a partnership to better serve the needs of students in the Sumter area who desire a degree in Elementary Education. Sumter students complete the first two years of general education at USC Sumter, enrolling in courses outlined in an articulation agreement. Upon completion of those courses, Sumter students who meet professional program requirements enter the teacher education program at USC Upstate.

Elementary Education Program for Students in Greenville

USC Upstate and Greenville Technical College (GTC) have formed a partnership to better serve the needs of students in the Greenville area who desire a degree in elementary education. Greenville students complete the
first two years of general education at GTC, enrolling in courses outlined in an articulation agreement. Upon completion of those courses and pre-requisite requirements, GTC students enter the Professional Program in teacher education at the USC Upstate Greenville campus.

**Middle Level Education**

The program in middle level education prepares candidates to teach in grades 5-8. The Program emphasizes the particular physical, emotional, attitudinal, and intellectual needs of young adolescents as well as the organizational, curricular, and pedagogical signature practices of middle schools. This is achieved through a core of liberal arts coursework (general education), professional education coursework (which includes field-based practicum experiences in middle schools), student teaching in middle school settings, and intensive coursework in two areas of academic concentration. The USC Upstate Middle Level Education Program meets South Carolina state program approval standards and is nationally recognized by the National Middle School Association (NMSA), a constituent organization of CAEP.

**Special Education: Learning Disabilities**

The Special Education/Learning Disabilities program prepares students to serve the needs of special education students with learning disabilities in both regular classrooms and special education resource settings. The program thereby emphasizes appropriate services, curricula, assessment, and instruction required by students with special needs to facilitate their participation in the K-12 general education curriculum. Practicum experiences begin the first semester of the Professional Program and continue throughout the Program. Candidates also complete a minimum of fourteen weeks of directed (student) teaching in two seven-week field placements: one placement in a special education resource setting, the other placement in a regular elementary education classroom that includes students with learning disabilities. The Learning Disabilities Program meets the standards of the Council for Exceptional Children (CEC), a constituent organization of CAEP.

**Secondary Education**

The program in Secondary Education prepares candidates to teach in grades 9-12 and does so through a core of general liberal arts coursework, professional education coursework (including field-based clinical experiences designed to promote reflective teaching), an intensive directed (student) teaching experience, and extensive coursework in a specific area of subject specialization. During the semester of student teaching, candidates spend fourteen weeks in a secondary school classroom, appropriate to their content concentration, to which they have been assigned.

The secondary education curriculum may lead to either a Bachelor of Arts or Bachelor of Science degree depending upon the chosen area of subject specialization. Areas of subject specialization in secondary education at USC Upstate include English, Spanish, Mathematics, Biology, Chemistry, and Social Studies—History.

All USC Upstate teacher education programs meet knowledge, skills and dispositions standards of the respective content area specialized professional associations standards, all a constituent organization of CAEP.

**Physical Education Teacher Education (PETE)**

The Physical Education program prepares candidates to teach physical education in grades k-12. In addition to a core of coursework in the liberal arts, students undertake studies in professional education and an in-depth study
of physical education. Clinical field experiences comprise an important part of the curriculum during the junior and senior years. During the student teaching experience, all physical education majors spend half of the semester in an elementary-level setting and the other half of the semester in a secondary-level setting.

**Exercise and Sport Science**

The Exercise and Sport Science program prepares students for a variety of careers, including fitness specialist, personal training and strength and conditioning specialist. Students are also prepared to take either the NSCA’s certified strength and conditioning specialist exam (CSCS) or the ACSM’s Certified Exercise Physiologist (EC-P) exam. In addition to a core of coursework in the liberal arts, students complete coursework on body movement and kinesiology and includes an internship in community and medical settings.

**Child Development and Family Studies**

The Child Development and Family Studies Program prepares students to work with families and young children from diverse cultural, ethnic and socioeconomic backgrounds. Requirements for this major consist of general education courses to establish a broad knowledge base prior to coursework. The professional sequence provides knowledge, skills and dispositions in child development, curriculum, and assessment of children from birth to six years of age. Professional courses also include, parenting, effective ways of communicating and working with families of young children. After completion of the major coursework students have a semester long internship in child development or family studies to complete the program.

**100 Hours of Field Experience.** During the Education Professional Program Checkpoint II and up to Checkpoint IV, the Professional Program provides candidates with continuous interactive experiences with schoolchildren. These experiences are referred to as practicum or clinical field experiences. Before exiting the Program, candidates will have at minimum 100 hours of fieldwork in addition to their semester-long directed student teaching experience. Field experiences are integral aspects of specific education courses and as such are supervised by the instructor of those courses. Those that accompany foundations courses are observational and reflective in nature. Field placements accompanying methods courses require candidates (under the supervision of the instructor of the course as well as the cooperating P-12 school teacher) to plan and teach lessons as well as to work with individual or small groups of students. For early childhood, elementary, physical education, and special education majors, practicum/clinical experiences accompanying methods courses are arranged at varying grade levels. For middle level and secondary education majors, practicum/clinical experiences accompanying methods courses are arranged at an appropriate grade level in each candidate’s particular content area.

The School of Education Coordinator of Field Experiences makes arrangements with local schools for candidates’ field experiences. In all instances, schools and teachers used for practicum/clinical field experiences are those recommended by district office personnel (see Chapter 4). Based on previous experiences, USC Upstate does have the right to request an alternative practicum/clinical assignment if one suggested has proved unsatisfactory in the past. In all cases, public schools utilized for practicum/clinical experiences are accredited by the Southern Association of Colleges and Schools (SACS).
Professional Program (Unit) Organizing Theme: The Teacher as Reflective Practitioner/Professional.

As a succinct summary statement of its mission, philosophy, and core values/goals, the USC Upstate Professional Program adopted the following statement as an organizing theme for the teacher education programs:

Teachers prepared at USC Upstate possess a broad knowledge of the liberal arts and applicable content areas, the latest developments in curriculum and instruction, and the foundations of education. They understand and respect cultural diversity and place the welfare and educational needs of their students first. As reflective practitioners and professionals they are committed to a service ideal that is built upon professional standards and ethics.

Beginning with introductory education courses, instructors familiarize candidates with the organizing theme, “the teacher as reflective practitioner.” Instructors and candidates discuss and define key terms, such as “reflection,” “reflective teaching practice,” “professional,” and “professionalism.” As they progress through USC Upstate teacher education programs, candidates engage in sequential and incremental reflective thinking about teaching. By the time they complete the directed (student) teaching experience, USC Upstate education majors engage in intense reflective thought about teaching. They achieve this through a combination of experiences, including in-class discussions, practicum/clinical experiences in local schools, tutoring P-12 students, interviewing teachers, students, the students’ parents and other school personnel, teaching lessons in schools, responding to constructive critique of their teaching, keeping a reflective journal, and completing a semester-long directed (student) teaching experience.

Each of the methods courses includes a practicum/clinical experience, and during these experiences opportunities for reflection intensify as candidates plan and implement lessons both in simulated peer teaching situations and in public school classrooms. Additional opportunities for reflection occur as candidates respond to follow-up feedback they receive from their cooperating teachers and university supervisors.

During directed (student) teaching, candidates engage in the deepest form of reflection—critical and analytical reflection. They do this through thoughtful consideration of formative feedback they receive from their students, from their cooperating teachers, and from their university supervisor. Using criteria clearly defined and described in the USC Upstate Assistance, Development, and Evaluation of Professional Teaching (ADEPT) assessment, candidates are observed and evaluated by cooperating public school personnel as well as by their university supervisors. Through reflection, candidates assess, critique, and change their own teaching. In follow-up conferences, each candidate’s strengths, weaknesses, and strategies for continued professional growth and development are identified and discussed.

Professional Program (Unit) Performance-Based Outcomes. Candidates who successfully complete any program leading to teacher certification master the goals and objectives, reflecting the philosophy of the USC Upstate School of Education Professional Program, CAEP accreditation standards, and South Carolina State Department of Education program approval standards, identify the knowledge-based and skill-based competencies as well as the dispositions required of program graduates. See the Assessment Manual for a complete list of goals and objectives.

Education Professional Program Undergraduate Assessment System. The School of Education Professional Program identifies common assessments used across all Programs. These unit evaluation tools are
designed to evaluate candidates’ knowledge, skills, and dispositions required of their respective fields. Individual Programs may require additional assessments for individual Program evaluations. See the Assessment Manual for additional information.

**South Carolina State Initiatives**

The School of Education Professional Program also adheres to state requirements and infuses knowledge about state laws into its professional level coursework. Three such laws are briefly described below.


**The Safe Schools Act** mandates that each local school district is required to adopt a policy prohibiting harassment, intimidation, or bullying at school. All education programs infuse this law into courses and candidates demonstrate their understanding of this law in designated education course assignments.
Chapter 3: The Education Professional Program Assessment System Checkpoints

Candidates progress through the following checkpoints as part of the School of Education’s Assessment System. More information about each assessment and checkpoint is found in the Assessment Manual.

Table 1: USC Upstate Undergraduate Professional Program Assessment System

<table>
<thead>
<tr>
<th>Checkpoint</th>
<th>Conditions Documented</th>
<th>Evidence/ Data Collected</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Application for Admission to the Professional Program</td>
<td>• GPA – 2.75 of higher&lt;br&gt;• Completion of EDFO U200: Education Colloquium&lt;br&gt;• Other required courses completed or in progress&lt;br&gt;• 2 favorable faculty recommendations&lt;br&gt;• No criminal record&lt;br&gt;• Standards for Professional Conduct &amp; Dispositions form signed.</td>
<td>• GPA&lt;br&gt;• Passing scores on Praxis Core:&lt;br&gt;• OR SAT score of 1650 or better (2005-2015) or 1100 or better (2016 or later)&lt;br&gt;• OR ACT score of 22 or better (24 if taken prior to May 2016)&lt;br&gt;• Clear SLED Check&lt;br&gt;• Clear National sex Offender Registry&lt;br&gt;• TB Screening</td>
<td>• Required for Progression</td>
</tr>
<tr>
<td>II. Admission to Professional Program</td>
<td>• GPA Maintained&lt;br&gt;• Required coursework complete</td>
<td>• GPA&lt;br&gt;• Pre E-Portfolio Assessment&lt;br&gt;• Standards of Professional Conduct &amp; Dispositions Self-Assessment&lt;br&gt;• Faculty Standards of Professional Conduct &amp; Dispositions Assessment&lt;br&gt;• Cooperating Teacher Standards of Professional Conduct &amp; Dispositions Assessment&lt;br&gt;• Documented Field Experiences</td>
<td>• Permission to take 400-Level Professional Program Courses</td>
</tr>
</tbody>
</table>
| III. Application for Admission to Directed (Student) Teaching | | | • GPA Maintained  
• At least 100 hours of field experiences  
• Required coursework completed or in progress with minimum required grade(s) achieved | • FBI Fingerprint  
• South Carolina Department of Education Clearance  
• Grade Review  
• E-Portfolio Assessment Progress  
• Documented Field Experiences  
• Documented Review of Standards of Professional Conduct & Dispositions and Readiness for Student Teaching | • Permission to advance to student teaching. |
| IV. Completion of Completion of Professional Program [Student Teaching and co-requisite courses completed] | | | • GPA  
• Application for Graduation | • GPA  
• Post E-Portfolio Assessment  
• Standards of Professional Conduct & Dispositions Self-Assessment  
• Faculty Standards of Professional Conduct & Dispositions Assessment  
• Cooperating Teacher Standards of Professional Conduct & Dispositions Assessment  
• ADEPT Summative Evaluations of Student Teaching/ Expanded ADEPT 4.0  
• Teacher Work Sample | • Graduation |
### V. Graduation and Follow-up [Application for certification and employment performance]

- School of Education Completer Survey (semester of graduation)
- Candidate Evaluation of University Supervisor Evaluation
- Candidate Evaluation of the Cooperating Teacher
- Praxis II passing scores
- PLT passing scores
- Recommendation for Initial Certification

### VI. Admittance to the Profession

- SAFE-T Formal Evaluation
- Employer Survey (semester of graduation)
- Alumni Survey
- Continuing License (potential to assess the learning of students taught by Upstate graduates)
Chapter 4: USC Upstate Field Experiences

Introduction

The USC Upstate Field Experiences Chapter includes policies and procedures underlying and governing all field experiences related to the Education Professional Program of the University of South Carolina Upstate (USC Upstate). In addition, this chapter serves as a reference for university and public school personnel as well as teacher candidates involved in field experiences. This chapter requires frequent revision as the nature of field experiences is modified in response to the ideas and concerns of those engaged in the process. It is the responsibility of the Field Experiences Coordinator to review this chapter on an annual basis and to make appropriate revisions.

Personnel Involved in Field Experiences

To clarify terminology used in the chapter, note the following definitions:

1. Cooperating Administrator - One who functions as an administrator in a school district and assumes the responsibility for coordinating the presence of teacher candidates in that particular school district;
2. Cooperating Teacher - One who teaches in a public school and undertakes the additional responsibility of supervising one or two teacher candidates during a semester;
3. Teacher Candidate - A university student currently enrolled in a School of Education program or individual course participating in a field experience;
4. University Supervisor - A faculty member (including adjuncts) from USC Upstate responsible for collaborating with the cooperating teacher and supervising a teacher candidate;
5. Field Experiences Coordinator - The designated faculty member at USC Upstate serving as the liaison between the University and public schools;
6. Dean of the School of Education - The individual responsible for recommending to the State Department of Education those individuals who have successfully completed the teacher education program at USC Upstate.
7. Directed Teaching Instructor - The individual responsible for evaluating the Teacher Candidates’ ADEPT Exit Portfolio and Teacher Work Sample (TWS)
8. Clinical Instructor - Faculty member responsible for observing the teacher candidate and ensuring the completion of the required hours prior to directed teaching.

Selection of Public Schools

An effort is made by the School of Education to arrange field experiences in public schools where USC Upstate teacher candidates can benefit from teaching experiences and where public school faculty and administrators work cooperatively with university faculty and teacher candidates. All public schools used for field experiences must be accredited by SACS (the Southern Association of Colleges and Schools).

Qualifications of Cooperating Teachers

Teachers who serve as cooperating teachers must:
1. hold a valid continuing professional certificate in their area of supervision;
2. have successfully taught for at least two years at the grade level and/or subject area for which supervision is assigned;
3. have completed a School of Education Orientation for cooperating teachers; and
4. have been recommended annually, based on the aforementioned criteria, by the school administrator for service as a cooperating teacher.

Qualifications of University Supervisors

USC Upstate faculty members (including adjunct faculty) will act as university supervisors responsible for the supervision of teacher candidates. University supervisors are required to have preparation in professional education and/or in the specific subject area of the teacher candidate and must possess a minimum of two years’ experience teaching PreK-12 school students.

CLINICAL EXPERIENCES

Clinical courses are intended to provide USC Upstate teacher candidates with first hand classroom experiences. These experiences allow teacher candidates to connect theory and practices discussed throughout their
teacher preparation coursework. Clinical experiences also serve as preparation for Directed Teaching (Student Teaching) and the teacher candidates teaching career. Clinical experiences will include: planning, teaching, assessing, managing the classroom, and professionalism while utilizing a variety of student groupings. Performance in each clinical course is evaluated by the clinical instructor.

**General Competencies Developed in Clinical Courses**

Clinical experiences required of USC Upstate teacher candidates are sequential and interdependent with course work. Though specific requirements may vary by course, the following competencies are fostered by clinical experiences:

The teacher candidate will:

1. describe the nature of schools and schooling as determined through observation.
2. describe characteristics of PreK-12 students as determined through observation.
3. participate in diverse settings including those with different socio-economic status, cultural, and linguistic backgrounds.
4. identify the various educational resources available to exceptional students.
5. demonstrate skill at recording and analyzing data gathered through observation and other informal assessment measures.
6. collect and analyze pre/post test data to inform teaching practices.
7. engage in reflective thinking about teaching.
8. plan and implement lessons under the direction of the cooperating teacher.

**Documentation and Evaluation**

All field experiences will be documented, and appropriate evaluation forms will be completed and placed in the teacher candidate’s permanent file. Teacher candidates are required to complete at least 100 hours of classroom experience before moving into Directed Teaching.

**DIRECTED TEACHING (Student Teaching)**

**Purpose of Directed Teaching**

Directed Teaching is the capstone learning experience in the teacher education program. Teacher candidates are expected to act professionally at all times.

The Directed Teaching experience is designed to:

1. give the teacher candidate, under the guidance of a competent professional, first-hand experiences with PreK-12 students;
2. allow the teacher candidate to apply theoretical content and professional knowledge acquired during coursework at the University;
3. provide cooperating teachers who model and exemplify good pedagogy; and
4. allow the teacher candidate to practice and develop teaching skills including planning, implementing, and evaluating instruction.

**Nature of Directed Teaching**

The length of the USC Upstate Directed Teaching experience is seventy-days. Teacher candidates are required to take on a full teaching load for a minimum of 4 weeks (20 consecutive school days). In most cases the Directed Teaching experience will consist of one placement in a grade level and/or subject specific setting. Candidates in the learning disabilities program will have two placements of approximately seven weeks each – one in special education classroom and one in an elementary classroom. Candidates in the physical education program will also have two placements each – one in an elementary school and one in a middle or secondary school. Early childhood, elementary, middle, and secondary teacher candidates have one placement for the entire semester. All student teachers enroll in a 15-credit hour block that includes 12-credit hours for student teaching with an additional 3-credit hour seminar course during student teaching.

**ROLES AND RESPONSIBILITIES OF COOPERATING ADMINISTRATORS**

The cooperating administrator is responsible for coordinating the placement of teacher candidates and monitoring their progress. The cooperating administrator also works with the university supervisor. Specific responsibilities of the cooperating administrator include:
1. conducting an orientation meeting with teacher candidates during which they are informed of school policies and procedures and tour the school building;
2. introducing teacher candidates to the entire faculty during an appropriate faculty meeting;
3. conducting conferences with teacher candidates concerning their progress on several occasions during the placement; arranging for teacher candidates’ observation in classrooms other than those to which they are assigned; and
4. attending the orientation session provided by the University.

**ROLES AND RESPONSIBILITIES OF COOPERATING TEACHERS**

Effective cooperating teachers provide positive role models for teacher candidates while they encourage teacher candidates to develop an individual style of teaching. Communication with the teacher candidate is vital. Feedback concerning planning, lesson implementation, assessment, and classroom management should be provided to the teacher candidate on a daily basis. As skills develop, the teacher candidate should assume increasing responsibility for all parts of the instructional process. Specific responsibilities of the cooperating teacher include:

1. attend the cooperating teacher orientation session provided by the University at the beginning of the semester, complete the Expanded ADEPT 4.0 Training, and submit the online Background and Experience Form;
2. prepare/introduce students, faculty, and staff in the school for the arrival of the teacher candidate;
3. acquaint the teacher candidate with the availability and location of student records, instructional materials, and instructional technology;
4. provide the teacher candidate with a desk or table for professional use;
5. familiarize the teacher candidate with schedules and other routines;
6. provide the teacher candidate with opportunities to observe in various classroom settings;
7. prepare, with the teacher candidate, a long-range plan for the gradual assumption of classroom teaching responsibilities;
8. approve unit plans and daily lesson plans prepared by the teacher candidate;
9. provide regular and continuous feedback to the teacher candidate concerning all aspects of the instructional process and specific suggestions concerning management techniques;
10. involve the teacher candidate in all responsibilities related to teaching for example but not limited to bus duty, lunchroom and playground duty, faculty meetings, parent conferences, PTA meetings, in-service activities, and extracurricular activities (except those for which extra compensation is received);
11. complete two ADEPT Formal Observations;
12. communicate with the university supervisor on a regular basis concerning the progress of the teacher candidate;
13. complete and submit the Teacher Education Program Evaluation Survey of the USC Upstate teacher education program.

**ROLES AND RESPONSIBILITIES OF TEACHER CANDIDATES**

For the teacher candidate, the Directed Teaching experience provides an opportunity to synthesize and apply knowledge and skills accumulated during college coursework. Teacher candidates are expected to be positive and cooperative and to understand that the welfare of public school students is their primary responsibility. Responsibilities of the teacher candidate include:

1. to provide meaningful learning experiences on a daily basis; through implementing well-planned lesson and unit plans approved by the cooperating teacher;
2. to actively seek suggestions and advice from the cooperating teacher and to be receptive to constructive criticism;
3. to work cooperatively with teachers, students, families, and administrators, and with the university supervisor;
4. to develop, with the cooperating teacher, long-range plans for the gradual assumption of teaching responsibilities in the classroom;
5. to keep a reflective journal (see Appendix A)
6. to assume total teaching responsibilities for at least 4 weeks (20 consecutive school days);
7. to adhere to the daily schedule of the cooperating teacher including such activities as bus duty, lunchroom and playground duty, faculty meetings, parent conferences, PTA meetings, in-service activities, and extracurricular activities (this does not include activities for which the cooperating teacher receives extra compensation such as coaching);
8. to adhere to the calendar of the assigned school district as opposed to the calendar of the University;
9. to notify the cooperating teacher, the principal, and the university supervisor in case of absence or in case of leaving school early due to an emergency;
10. to maintain the role of a teacher candidate, only acting as a substitute teacher when appropriate (see Appendix B);
11. to employ discipline which demonstrates respect for the child - NEVER engaging in or serving as a witness to corporal punishment;
12. to behave, speak, and dress in a professional manner;
13. to communicate with teachers, students, administrators, families, and university personnel in a professional manner at all times;
14. To recognize that neither employment or additional course work should interfere with the responsibilities associated with Directed Teaching;
15. to attend co-requisite courses and orientation sessions;
16. to complete his/her ADEPT Exit Portfolio and Teacher Work Sample according to School of Education requirements;
17. to complete the Senior Survey prior to the end of the semester; and
18. to complete the Standards of Professional Conduct and Dispositions Self-assessment prior to the end of the semester.

ROLES AND RESPONSIBILITIES OF UNIVERSITY SUPERVISORS

The university supervisor provides the primary link between the public school and the School of Education. The university supervisor assumes direct responsibility for the teacher candidate and works closely with the cooperating teacher and school administrators to insure the progress and well-being of the students impacted by the teacher candidate. Duties and responsibilities of the university supervisor include:

1. to serve as the primary liaison between the university and the public school;
2. to visit the teacher candidate a minimum of four times during each double placement, or six times during a single placement, making at least four teaching observations with at least two follow-up conferences;
3. to conduct conferences regularly with the teacher candidate and to provide both constructive criticism and positive reinforcement;
4. to communicate regularly with the cooperating teacher concerning the progress of the teacher candidate;
5. to complete at least two formal evaluations and two Expanded ADEPT 4.0 evaluations (including pre-conference and post-conference);
6. to enter all evaluations into Livetext before the end of the semester;
7. to conduct a three-way conference at the beginning and conclusion of each placement;
8. to follow the removal procedures when necessary;
9. to submit for the teacher candidate a grade of satisfactory (S) or unsatisfactory (U);
10. to submit to the Field Experiences Coordinator all required materials

Schedule for Directed Teaching

Arrangements for the teacher candidate to gradually assume instructional responsibilities and then gradually relinquish instructional responsibilities in the classroom must be determined on an individual basis between the cooperating teacher, university supervisor, and the teacher candidate. The requirement is that the teacher candidate has complete control of the classroom for at least 4 weeks (20 consecutive school days) during the placement; however, it is desirable that the teacher candidate have as much experience in all standards of teaching as possible.

In an ideal situation, the teacher candidate will gradually assume responsibility for classroom instruction. This allows the teacher candidate time to gain some mastery over one content area or one level of instruction before adding a second area of responsibility. Gradual assumption of teaching responsibilities also makes the transition from cooperating teacher to teacher candidate smoother for students in the classroom. A similar approach is desirable as the teacher candidate returns teaching responsibilities to the cooperating teacher. This general schedule applies for all certification areas.

Week 1: Teacher candidates becomes oriented to the new classroom, observes both teacher and students, learns students’ names, assumes small housekeeping chores, and assists individual students. Also, the cooperating teacher and the teacher candidate make long-range plans for the transitioning of teaching responsibilities.
Week 2: Teacher candidates begin preparing and teaching one or two different subjects (or classes). For example, an elementary teacher candidate might assume responsibility for teaching science each day and toward the end of the second week begin planning for teaching math.

Remainder of the Weeks: Subjects or classes are gradually added so that by the fourth week the teacher candidate has complete responsibility for the classroom. The teacher candidate will then take on the full responsibility of teaching for at least 4 weeks. Once the requirements have been completed, the cooperating teacher would gradually reassume responsibility for instruction.

Toward the end of the placement, it is desirable for the teacher candidate to observe in other classrooms in the building -- classrooms at other grade levels as well as resource rooms and related arts rooms.

USC Upstate ADEPT Observation and Assessment Schedule

This is a suggested framework for the ADEPT observations. Some flexibility may be necessary in order to accommodate individual and school schedules.

**DOUBLE PLACEMENT (Physical Education, LD/Elementary)**

**PLACEMENT ONE**

Week 1  
Introductions, Planning Visit

Week 2  
University Supervisor’s ADEPT Formative Assessment

Week 3  
Cooperating Teacher’s Midpoint Formative Evaluation

Week 4/5  
University Supervisor’s Expanded ADEPT 4.0 Observation

Week 7  
University Supervisor’s ADEPT Summary Assessment from three-way conference; Cooperating Teacher’s USC Upstate Program Evaluation

**PLACEMENT TWO**

Week 1  
Introductions, Planning Visit

Week 2  
University Supervisor’s ADEPT Formative Assessment

Week 3  
Cooperating Teacher’s Midpoint Formative Evaluation

Week 4/5  
University Supervisor’s Expanded ADEPT 4.0 Assessment

Week 7  
University Supervisor’s ADEPT Summary Assessment from three-way conference; Cooperating Teacher’s USC Upstate Program Evaluation

**SINGLE PLACEMENT (Early Childhood, Elementary, Middle, Secondary)**

Week 1  
Introductions, Planning Visit

Week 3  
University Supervisor’s ADEPT Formative Assessment #1

Week 5  
Cooperating Teacher’s First Formative Assessment

Week 6  
University Supervisor’s Expanded ADEPT 4.0 Assessment #1

Week 9  
Cooperating Teacher’s Second Formative Assessment

Week 10  
University Supervisor’s ADEPT Formative Assessment #2

Week 12  
University Supervisor’s Expanded ADEPT 4.0 Assessment #2

Week 14  
University Supervisor’s ADEPT Summary Assessment from three-way conference; Cooperating Teacher’s USC Upstate Program Evaluation

**Absence of a Cooperating Teacher**

Should a cooperating teacher be absent from the classroom, the school district will provide a certified substitute to work with the teacher candidate. If agreed upon by cooperating administrator and the school principal, the teacher candidate can be eligible to serve as the substitute teacher if the cooperating teacher is absent (see Appendix B).

**Absence of the Teacher Candidate**

Teacher candidates are expected to be present in the classroom each day of the Directed Teaching experience. Attendance at a professional conference may be allowed if approved well in advance. If a teacher candidate must be absent, three individuals must be notified before the beginning of the school day and preferably
the day before the absence—the cooperating teacher, the university supervisor, and the directed teaching instructor. If a personal emergency should occur which necessitates the teacher candidate’s leaving school during a school day, the cooperating teacher, and the university supervisor must be notified. Should the teacher candidate be absent from directed teaching for an extended period, individual arrangements will be made for the teacher candidate to make-up days missed.

Removal of a Teacher Candidate from Practicum or Directed Teaching

The School of Education will enforce the following policy concerning the removal of a student teacher. This policy will cover removal prior to the end of the semester. The criteria for evaluating student teachers are based on the goals and objectives agreed upon by the faculty and published in this manual. These goals and objectives are incorporated in the unit’s formative and summative evaluation forms. Judgments concerning the effectiveness of student teachers will be based on these criteria. It is expected that student teachers will show steady progress during the student teaching experience toward reaching a satisfactory level on all objectives by the completion of the experience. Cause for early removal from student teaching will be based on consistent deficiencies in any of the following areas:

1. Effective teaching (instruction and planning);
2. Classroom management (instruction and behavior);
3. Content knowledge;
4. Oral and written communication skills; and
5. Ethical and professional behavior (including health problems that jeopardize others within the normal confines of the classroom).

Evidence for less than satisfactory performance may be documented by, but not limited to, any of the following: USC Upstate ADEPT Evaluation Forms and/or formal three-way conferences. Student teachers can also be removed upon request from the cooperating administrator (or the principal acting as an agent of that district).

I. Process

The following procedures and practices will be followed when a student teacher has been identified as performing below a satisfactory level.

1. The student teacher must be observed and evaluated by at least two USC UPSTATE School of Education faculty members.
2. The student teacher must be observed and evaluated by the cooperating teacher and when possible an additional classroom teacher or a school administrator.
3. The student teacher will be observed by a university faculty member at least twice a week until performance reaches a satisfactory level or a decision is made to remove the student teacher.
4. The student teacher will be videotaped and a follow-up conference will be conducted during which the tape will be viewed by the student teacher and the university supervisor.
5. A copy of all formative and summative evaluations, with recommendations for change, will be provided to the student teacher and the cooperating teacher.
6. At least one three-way conference will be conducted with the student teacher, cooperating teacher, and university supervisor. Documentation should include suggestions for improvement. The conference should be conducted at least one week prior to withdrawal of the student teacher.
7. The student teacher must be notified in writing that removal from student teaching will occur unless significant improvement is made in teaching performance.
8. Ineffectiveness in one area (as listed, above, under “criteria”) might be serious enough to cause removal even though improvement occurs in other areas.
9. A student will be removed immediately under unusual circumstances (which may include but not limited to) child abuse or any other unethical, illegal, or immoral conduct including inappropriate contact with a child using electronic media or otherwise using electronic media to access websites deemed inappropriate in accordance with district policy).

II. Removal Options

A conference involving the student teacher, the Dean of the School of Education, and the university supervisor will be conducted upon removal. This conference will present the student with available options:

1. Removal from student teaching with the assignment of a grade of “U.”
2. Removal from student teaching with the assignment of a grade of “I.”
3. Removal from student teaching with the assignment of a grade of “WP” if the student chooses to pursue a major other than teacher education. Career counseling will be provided upon the student’s request.

A grade of “I” (incomplete) will result in the student teacher:

   a) repeating the semester of student teaching
      (Recommendations for remediation will be included in the contract for removal of the incomplete);
   b) repeating half a semester of student teaching
      (Recommendations for remediation will be included in the contract for removal of the incomplete);

Being removed for up to three weeks of remediation; the student teaching experience will be extended by the number of days missed for remediation.

III. Student Appeal
If the student chooses to appeal removal from directed teaching, the student should proceed as follows:

1. A written appeal must be submitted to the School of Education Appeals Committee through the Dean of the School of Education within one calendar week after removal;
2. The appeal must be submitted to the School of Education Appeals Committee by the Dean within 3 days of receipt;
3. Upon action by the committee, a written recommendation must be sent to the student and the Dean of the School of Education;
4. The student may appeal further by following the USC Upstate Appeal Process Policy.

DIRECTED TEACHING EVALUATION

Grading
At the conclusion of the experience, teacher candidates will receive a grade of satisfactory (S) or unsatisfactory (U). Determination of the final grade is the responsibility of the university supervisor; however, careful consideration will be given to the evaluations conducted by cooperating teachers.

Informal Evaluation
Continuous informal (formative) evaluation makes a significant difference in the performance of the teacher candidate. Every day, either at the conclusion of the school day or during a planning period, the teacher candidate and the cooperating teacher should meet together to critique lessons taught by the teacher candidate and to consider alternatives for improvement. The cooperating teacher is encouraged to be candid but supportive. It is important not to lose sight of the fact Directed Teaching is a learning experience.

Formal Evaluations Required by USC Upstate
Two types of formal evaluations to be completed by the cooperating teacher and the university supervisor are required during each Directed Teaching placement. The first of these is a formative evaluation incorporating specific competencies designated by the School of Education. A copy of this form is to be completed by the cooperating teacher at specified points during each placement and shared with the teacher candidate.

Summative evaluations are to be completed by both the cooperating teacher and the university supervisor at the conclusion of each placement. These evaluations are to be discussed with the teacher candidate in a 3-way conference including the cooperating teacher, the university supervisor, and the teacher candidate. These conferences should be scheduled at a time and place when students are not present. Some university supervisors require that teacher candidates complete both formative and summative self-evaluations. Copies of all formal evaluations become a part of the teacher candidate’s permanent file in the USC Upstate School of Education.

In addition to the two formal evaluations stated above, university supervisors are to complete two Expanded ADEPT 4.0 evaluations. These evaluations will include a pre-conference, observation, and post-conference. The pre and post-conferences will be conducted between the university supervisor and the teacher candidate. After the post-conference, the university supervisor will complete the NIET rubric (see Appendix D) and provide the results to the teacher candidate through LiveText. Documentation from the pre-conference and post-conference will also be submitted through LiveText.
Evaluation of Program and Personnel

In order to monitor the effectiveness of the USC Upstate teacher education program, a number of different evaluation instruments are employed. These solicit the feedback of all who are involved in the Directed Teaching process. At the end of the semester, teacher candidates complete two evaluation forms, one regarding their cooperating teacher and one regarding their university supervisor.

The cooperating teacher completes two evaluation forms at the conclusion of the Directed Teaching experience. The first evaluates the USC Upstate teacher education program based on the performance of the teacher candidate. The second evaluates the performance of the university supervisor.

The university supervisor completes and submits an evaluation for based on the performance of the cooperating teacher. All of the data collected electronically is reviewed by the Field Experiences Coordinator and the Assessment Coordinator who summarize and use the information gathered for reports to various accrediting agencies.

The information gathered from these evaluations form the basis for changes made in the teacher education program in general and in the Directed Teaching portion of that program in particular. Curriculum changes resulting from comments on forms completed by cooperating teachers and teacher candidates include the addition of a course on classroom management and a course on testing and measurement. Revision of the program is a continuous process as different needs become apparent. In making revisions, input is sought from all involved in the Directed Teaching program: university supervisors, cooperating teachers, cooperating administrators, district office personnel and teacher candidates.
Chapter 5: Candidate Resources

Candidate Participation in the Professional Program

Besides fulfilling their obvious function as participants in classes conducted by faculty of the Education Professional Program, candidates participate in other crucial areas of the Professional Program. Candidates appointed by the Dean serve on the School of Education Advisory Committee and the School of Education Advisory Council. These committees meet twice yearly (once in the fall and once in the spring) to review, discuss, and consider programmatic changes. Here, the candidates may voice individual concerns as well as represent peers on matters concerning all aspects of the Professional Program. There is also candidate representation on appropriate accreditation self-study committees and sub-committees.

On a continuing basis, the Education Professional Program collects candidate input on various surveys (e.g., Advisement, Program, and University facilities) in addition to the information provided on student opinion polls on faculty effectiveness for formative evaluation of the Professional Program. Student Opinion Surveys and Advisement Surveys are conducted on each course taught and each advisor. Individual faculty members use the results of these surveys to improve instruction and academic advisement. Senior Surveys are completed each semester immediately following the student teaching experience and prior to graduation, evaluate university supervisors and the Education Professional Programs. Cooperating teachers provide feedback to the School of Education on the Professional Program and on its faculty members who serve as university supervisors by completing the School of Education School Partners’ Assessment. The results of these evaluations are summarized by the Coordinator of Field Experiences and distributed to the faculty. Information obtained from candidates in response to various surveys is used to improve course requirements, curricula, assignments, student teaching placements, and practicum placements.

Academic Advisement

Each teacher candidate is assigned an academic advisor. Each candidate must see his/her advisor each semester before early registration for subsequent coursework. Dates are published for advisement and registration every semester.

The advisor is the official counselor for all matters related to the candidate’s academic program of study. The advisor signs registration forms and most other forms. In the advisor’s absence, the Associate Dean or the Dean may sign the student’s registration form.

Careful and on-going advisement is essential to assure each student's successful and expeditious progress through the Professional Program. While the college advisor assumes great responsibility in this process, it is also important for the student to study the applicable curriculum and know the policies, procedures, and other expectations established by the University and the School of Education. Because all courses at the University are not offered every semester, both the student and the advisor must take care in selecting courses at advisement time, keeping in mind program requirements and future course scheduling.

Special Services to Candidates

In an effort to provide a supportive environment for studying and learning, USC Upstate offers its students several support services. These services include counseling, career services, and professional organizations. The
School of Education houses a Curriculum Resources Center and maintains a computer lab. Additional services and support facilities provided for the benefit of the candidates include the peer mentoring program, Audiovisual Production Center, the University Writing Center, the Mathematics Tutoring Lab, Learning Plus tutorial (for the PPST), computer tutoring services, and the Foreign Language Lab.

The Office of Student Affairs, located in the Campus Life Center, coordinates a variety of extracurricular activities. Cultural programs such as guest speakers, art exhibits, theater productions, and concerts are also an integral part of campus life. Education Professional Program candidates are urged to make use of the services and to participate in the activities. The personal growth will enhance the student's professional growth and improve his/her teaching.

Faculty members also recognize the reality of the testing programs required by the state of South Carolina and the South Carolina Department of Education for entrance into an approved teacher education program and for attaining state teacher certification. Each semester, the instructor of SEDF 200—Education Colloquium informs candidates of the necessity to take and pass the Praxis I Pre-Professional Skills Test (PPST). He/she explains the steps in the application process for the PPST.

**Career Services.** USC Upstate maintains a Career Services Office to help candidates identify job opportunities. In the Career Services Office prepares a complete file for all graduating seniors in Education. This file contains general information, recommendation letters, and evaluations that can be mailed out to any potential employer at the student’s request.

Follow these procedures when setting up a placement file:

1. Obtain the necessary forms from the Director of the Career Services, located in the Campus Life Center.
2. Send recommendation forms (including stamped, self-addressed return envelopes) to people you select as references. Fill in your name and other identifying personal information prior to the request.
3. Sign a release of transcripts form in the Registrar’s Office if you want transcripts in the placement file.
4. Check with the Career Services Office for the completion of all forms.
5. Once the placement file is complete, students may request, in writing, that a copy of the file be sent to potential employers.

**Scholarship Fund.** The USC Upstate School of Education maintains a scholarship fund administered by the Carolina Piedmont Foundation. Each year one candidate is selected to receive the School of Education Scholarship, on the basis of financial need, commitment to the mission, philosophy, goals and objectives of the USC Upstate School of Education, and scholastic achievement. Students may also be awarded the Alpha Delta Kappa award ($400.00). Applications for this award are disseminated in April.
**Clubs and Organizations.** Membership in the USC Upstate Chapter of Kappa Delta Pi, an international honor society in Education, is open to candidates who exhibit the ideals of scholarship, high personal standards, and promise in teaching. Specifically, candidates must have earned and maintained a 3.0 GPR, completed at least 50 semester hours of course work, and completed, have in progress, or scheduled 12 semester hours of professional education course work.

Any USC Upstate student is welcome to come be a part of TEACh (Teachers Educating All Children) student organization. The USC Upstate TEACh organization offers 4 whole-group meetings per academic year that focus on current and relevant issues in education. TEACh serves and acts on behalf of the needs, rights, and well-being of all children and youth in the USC Upstate community and their families, with special emphasis on developmental and educational services and resources. It fosters the growth and development of the membership in their work with and on behalf of children and youth.

The USC Upstate in Sumter’s Student Education Organization is designed to enhance Professional Development and Service Learning. Members of the organization attend conferences each semester such as SCIRA, Science, Social Studies, GEOFEST, Math, and many others as a way to grow in their Professional Development.

Each Fall and Spring Semester the School of Education hosts a **Diversity Conference** and a **Teacher Recruitment Day** for candidates enrolled in directed (student) teaching. The Diversity Conference takes place during the fall semester at Benedict College and in the spring at USC Upstate Spartanburg campus. This all-day event includes workshops on various topics including multi-culturally responsive pedagogy as well as forums conducted by keynote speakers who are recognized in the Education field as experts on the topic of diversity. The Teacher Recruitment Day begins with a conference session in which school personnel from human resource offices as well as personnel directors and superintendents discuss the qualities that they seek in potential hires. The afternoon concludes with a job fair where candidates meet with staff from numerous counties and school district and share their resumes.

**Facilities: USC Upstate Spartanburg Campus**

The **Health Education Complex** on the Spartanburg Campus houses state-of-the-art classrooms. All provide instructional audio-visual equipment and are equipped with a computer having Internet access, a multi-media projector, as well as two-way communication access capabilities with distant-learning sites. Several rooms have Promethean boards and the Promethean software for delivering instruction.

The **USC Upstate Library** contains over 215,000 volumes (with some 6,000 new volumes added each year), 730 journal subscriptions, and 13,141 electronic journals that include all full-text titles. Approximately 400 of the full-text journals are applicable to the field of education. The Library provides on-line searches in over 120 databases. It also has a collection of 500 Press Kits. Books and periodicals not available at USC Upstate are easily obtained by means of interlibrary loan. The USC Upstate Library is a member of five different consortia for interlibrary loans, including the Association of the Southeastern Research Libraries’ Kudzu.

The **USC Upstate Computer Labs** located across the campus, is for candidates’ use and makes available instructional technology consultants. All resources are accessible to persons with disabilities. Several computers offer use of a scanner with Kurzweil 1000 and Kurzweil 3000 (scan and read), Jaws (screen reader), and ZoomText
(text enlargement) software. The SOE website complies with the Web Content Accessibility Guidelines in order to make our site available to the widest audience possible. One feature includes valid and structured coding practices that separate the site’s content from the site’s presentation. This allows screen readers to translate web pages more effectively. The site also provides accessible plain text navigation, resizable font sizes, and alternative text descriptions for all images. Students are encouraged to preview software and to produce final drafts of writing assignments utilizing the word processing software and the computers in the School of Education Computer Lab.

The School of Education Curriculum Resources Center, located in the Health Education Complex (also on the USC-Sumter, and University Center Greenville campuses contains various educational resources/materials including college-level as well as state-adopted elementary and secondary-level textbooks, published curricula, Department of Education curriculum standards, learning kits, instructional units, multicultural curriculum resources, instructional games, learning activity books, “big books,” professional journals and periodicals from the field of education, and some audiovisual materials and equipment. The materials in the Center are available for use by candidates, faculty members, other interested students and faculty as well as public school teachers.

Another resource center is located in the Math/Science Lab in HEC 2002 where students participate in hands-on experiences and use manipulatives in an inquiry based and problem solving curriculum. Materials are used by University faculty, and students for the purposes of modeling teaching and learning in mathematics and science methods classes. A large number of classroom sets of manipulatives are stored in the Lab. The materials in the Math/Science lab are available for use by teacher education candidates, faculty members, and are available for students to borrow to use in their own teaching experiences with children. The School of Education Computer Lab provides up-to-date educational software and classroom resources in which candidates use and learn about in their School of Education technology class. All Educational computing classes are taught in the lab.

The USC Upstate Information Technology Service Center offers expert assistance to faculty and students desiring to create multimedia presentations as well as instructional materials for classroom presentations and assignments. Convenient access to audiovisual equipment is also provided for student and faculty use in preparing media to enhance teaching and learning.

Facilities: USC Upstate Sumter Campus

The University of South Carolina Sumter was established to encourage higher education in Sumter and adjacent counties. It primarily serves students from Sumter, Lee, Clarendon, Williamsburg, and Kershaw counties. Located on a 49.5 acre campus, the School of Education resides in the Schwartz Building.

Facilities: USC Upstate Greenville Campus

The USC Upstate Greenville Campus provides state of the art classrooms. All provide instructional audiovisual equipment and are equipped with a computer having Internet access, a multi-media projector, as well as two-way communication access capabilities with distant-learning sites. The classrooms also have Promethean boards and the Promethean software for delivering instruction.

The Teaching and Learning Lab (TLL) is the centerpiece of the School of Education facilities on the Greenville campus. It has two rooms, each designed to be a model elementary school classroom. The TLL is equipped with Promethean boards, a document camera, and a computer with Internet access for delivering
instruction. Candidates and faculty also have access to a Resource Curriculum Lab housed within the TLL. This contains various educational resources/materials including college-level as well as state-adopted elementary and secondary-level textbooks, published curricula, Department of Education curriculum standards, learning kits, instructional units, multicultural curriculum resources, instructional games, learning activity books, “big books,” professional journals and periodicals from the field of education, and some multi-media materials and equipment. Two distance education rooms are equipped with video conferencing capabilities which allow for two way video communication to the Spartanburg and Sumter campuses. The Greenville campus also has a Virtual Library with a devoted bank of computers for USC Upstate student use. Candidates and faculty have access to all databases, journals, and books made available on the USC Upstate Spartanburg campus.

Policies

Credit for Teacher Cadet Course. USC Upstate offers college credit to students who have successfully completed the Teacher Cadet Program. At the end of the Teacher Cadet course, students will have the option to obtain college credit. To receive credit, the student must enroll in USC-Upstate (and pay the current application fee). Students desiring college credit for Teacher Cadets will also pay the ‘credit by examination” fee (currently $15 per credit hour). If a student enrolls at USC Upstate as an education major, Teacher Cadets will fulfill the SEDF 210: Foundations of Education course requirement. However, the student will have to complete SEDF 200: Education Colloquium, a seminar of study that contains vital information about the Education Professional Program that is not included in Teacher Cadets. For those students who have completed the Teacher Cadet program and the required SEDF 200: Education Colloquium the following procedure will result in credit for SEDF 210: Foundations of Education.

1. Complete Notice of Credit by Exam, Exemption or Advanced Standing form (available on the web) with necessary signatures.
2. Go to the Cashiers office and pay $45.00 for a 3-semester hour validation fee.
3. Bring the receipt from the Records Office.
4. Check on VIP after 10 days to verify that the credit is added.

If a student enrolls at USC Upstate and does not intend to major in education, he/she will receive three hours of elective credit for SEDF 210. The institution that the student attends ultimately determines what credit, if any, it will accept, so it is important that students consult with specific colleges/universities regarding transferability of Teacher Cadets and SEDF 210: Foundations of Education.

Appeals. Except for State Teacher Certification, candidates may appeal all decisions of their advisors or any action taken by other University officials. The School of Education Appeals Committee will hear academic appeals as described in the USC Upstate Student Handbook. The School of Education Appeals Committee is composed of four faculty members and two students. Student committee members are recommended by faculty members and confirmed by vote at the same time as the faculty members are selected, usually the first faculty meeting of the fall semester.

Process

Follow these steps for submitting an appeal:
1. Prior to filing an appeal, a candidate must speak/confer with the faculty member involved regarding the disagreement. At this point, if there is no resolution to the appeal, the candidate must meet with the School of Education Dean. The Dean of the School of Education decides whether or not to constitute the School of Education Appeals Committee for the purpose of considering the appeal (as described in the USC Upstate Catalog).

2. All appeals will be presented in writing to the Chairperson of the Appeals Committee. Depending upon the nature of the appeal, the candidate may be asked to meet personally with the committee. If the appeal involves a member of the faculty, the faculty member may also be asked to meet with the committee.

3. The findings and/or recommendation of the Appeals Committee will be forwarded to the Dean of the SOE.

4. If the Dean of the School of Education concurs with the Committee’s findings and/or recommendations, a copy of that finding and/or recommendation will be forwarded to the student and, in the case of faculty involvement, to the faculty member.

5. If the Dean of the School of Education disagrees with the findings and/or recommendations of the Appeals Committee, the dean shall write the committee Chairperson, detailing his/her reasons for the disagreement and may ask the Appeals Committee to review the decision.

6. If after reconsideration, agreement is not reached, the Dean’s decision becomes final within the SOE.

7. At this point, the student is notified of the recommendation of the committee and the decision of the Dean.

8. If the student disagrees with the findings, recommendations, and/or decision, he/she may appeal further in accordance with the appeals process described in the USC Upstate Catalog.

**Curriculum Development and Program Evaluation.** Curricula of the various programs offered in the USC Upstate School of Education are under continuous review. In light of this, the School of Education has a curriculum development and revision process, the steps of which are described below.

1. A desired change or new program (requested by candidates, by any of the various School of Education advisory committees/councils, or by faculty of the School of Education) is submitted to the Associate Dean or Coordinator/Director as appropriate.

2. The Associate Dean or Coordinator/Director reviews the submitted proposal and consults with appropriate parties (i.e. State Department of Education, public school administrators and/or teachers, professional organizations, USC Upstate School of Education faculty and students).

3. The Associate Dean or Coordinator/Director circulates a copy of the proposal to all School of Education faculty, to the student members of the School of Education advisory committees, to members of the various School of Education advisory councils, and to the Dean of the School of Education. The proposal is placed on the agenda of the next regular School of Education faculty meeting for consideration.

4. The proposal is given a first reading at the next regular SOE faculty meeting. No final vote will be taken at this meeting; however, amendments may be proposed and voted upon. The proposal will be discussed by the faculty.

5. Amended copies of the proposal are distributed to the faculty, student members of the School of Education Academic Affairs Committee, and the various School of Education advisory committees immediately following the initial reading of the proposal.

6. The School of Education Academic Affairs Committee considers the proposal at the next scheduled School of Education faculty meeting. Members of School of Education advisory committees and other appropriate parties will be informed of the proposed changes and their comments will be solicited for inclusion in the minutes of the next School of Education meeting.

7. If the proposal is passed by the School of Education Academic Affairs Committee, it will be forwarded to the Dean of the School of Education. The proposal, with all required signatures, then will be sent to the USC Upstate Executive Academic Affairs Committee.

8. The USC Upstate Executive Academic Affairs Committee operates under the by-laws of the USC Upstate Faculty Senate. If the Executive Academic Affairs Committee approves the proposal, the Executive Academic Affairs Committee Chairperson sends the proposal to the USC Upstate Faculty Advisory Committee which establishes the agenda for the Faculty Senate.

9. The Faculty Senate considers all curriculum changes resulting in changes to the USC Upstate Catalog. If the senate approves the proposal, the proposal is sent to the Executive Vice Chancellor for Academic Affairs for approval. Upon approval by the School of Education Academic Affairs Committee, the Executive Academic Affairs Committee, Faculty Senate, and the USC Upstate administration, the curriculum proposal becomes part of the USC Upstate Catalog.

Chapter 5: Candidate Resources
Recording Clause Policy
With the availability of hardware and software enabling audio and video capturing of material, lectures, courses, etc., please be mindful of the following policy established by the USC Upstate School of Education. Violations of any form noted below are considered violations of the Code of Academic Integrity policy and potentially the Code of Student Behavior located in the USC Upstate Student Handbook (pg. 134) as well as the Academic Catalog.

- No recordings of any format (audio and/or video) may be captured **WITHOUT** direct permission from the instructor. This can be a violation of copyright.
- No recordings, even those approved by the instructor, may be posted to any Internet hosted location, copied/duplicated, or shared.
- If the instructor makes the decision to allow such activity, the student is responsible for maintaining the integrity of such recordings and will be held liable should the integrity be compromised.
APPENDIX A

REFLECTIVE JOURNAL ASSIGNMENT

One of the requirements of Directed Teaching is the reflective journal. Teacher candidates keep a journal of their introspection, feelings, and reactions to any aspect of the teaching experience. They reflect upon it and make decisions about changing what they are doing as a result. The basis for this is the idea that writing is a means of reflection, and that reflection on experience leads to meaningful learning. Simply put, thinking intensely about (reflecting upon) the things that happen during the Directed Teaching experience will help teacher candidates become better teachers. Such reflection will allow them to isolate their positive teaching experiences, to analyze what made them positive, and to repeat them. Likewise, negative teaching experiences will be isolated, analyzed and eliminated or avoided. Some types of journal writing are “free form” with few or no stipulations on format or content. However, the reflective journal is a bit more “systematic” in that its format leads one through a series of questions designed to promote description, reflection, and action. The following guidelines (from Posner, 1985; Pultorak, 1983; Symthe, 1989), “shape” the form and contents of the reflective journal.

1. Keep a journal during each practicum and each Directed Teaching experience.
2. Write one entry per week in the journal.
3. Each entry is composed of three parts:
   a. description of an experience (Ask the following [among other] questions: What happened? What did I do? What did the students do?).
   b. reflection upon the experiences (Ask the following questions: What does it mean? What informed my decision? How did I come to be that way?).
   c. decisions, conclusions, or actions on how subsequent teaching will change as a result of the experience and reflection (Ask the following questions: How can I teach differently? How can I maintain the positive and avoid the negative?)
4. Each week’s entry should be a description of and reflection upon a critical teaching experience that contributed to the teacher candidate’s growth as an educator.

A “teaching experience” encompasses all aspects of instruction (preparation, planning, teaching, etc.) as well as all other relationships within the school: teacher- student(s) interaction; teacher-teacher interaction; teacher-administrator interaction; teacher-parent interaction; and teacher-central office personnel interaction.
APPENDIX B

Substitute Policy

In November 2016, the South Carolina Department of Education issued a Memorandum regarding teacher candidates receiving compensation during the time they are student teaching. Teacher candidates are now allowed to receive compensation during student teaching, which means that the teacher candidate can substitute teach for their cooperating teacher when the cooperating teacher is absent. The teacher candidate must complete the process for becoming a substitute teacher in the district they are student teaching before they are eligible to act as the substitute teacher. The teacher candidate can only act as the substitute teacher for their cooperating teacher. The days that the teacher candidate acts as the substitute teacher will not count toward the required days (attendance or instructional) for directed teaching. Taking on substitute teaching responsibilities may result in a teacher candidate having to make up days to fulfill the directed teaching requirements.

Ultimately, the choice to allow teacher candidates to act as substitute teachers is up to school district personnel (superintendents and cooperating administrators) and school principals. If district personnel or the school’s principal do not allow teacher candidates to act as substitute teachers for their cooperating teacher, this policy is void. If the district personnel and the school’s principal agree to allow teacher candidates to act as substitute teachers, the teacher candidate will be required to complete the Substitute Teacher Agreement Form before beginning their student teaching experience.
**Substitute Teacher Agreement Form**

Teacher candidates who are eligible to serve as a substitute teacher for their cooperating teacher must sign this form before beginning their directed teaching experience. To be eligible to act as a substitute teacher during directed teaching all of the following must be true:

1. District personnel (both the Cooperating Administrator and Superintendent) have agreed to allow teacher candidates act as substitute teachers for their cooperating teacher during directed teaching.
2. The school principal has agreed to allow teacher candidates act as substitute teachers for their cooperating teacher during directed teaching.
3. The teacher candidate has completed all necessary procedures put forth by the school district to become a substitute teacher.
4. The teacher candidate will only act as the substitute teacher for his/her cooperating teacher.
5. The teacher candidate is aware that any days that they act as a substitute teacher cannot be counted toward their time in directed teaching.

Name (printed):___________________________________

Date:___________

Signature:________________________________________
APPENDIX C
Candidate Progress Review (CPR) Committee
Of the School of Education

**Rationale:** The School of Education prepares individuals to enter the profession of teaching and demonstrate the highest standards of that profession. Our mission statement and philosophy are built on the premise that candidates develop academic integrity and ethical attitudes and behaviors during their college career. Candidates should conduct themselves in a professional manner that is positive, open-minded, and sensitive to the racial, ethnic, cultural, and spiritual values of others. The Candidate Progress Review (CPR) Committee will hear the concerns of any faculty/staff members, clinical cooperating teacher, school administrator, or student teaching personnel regarding teacher candidates seeking certification from the School of Education and assess the development of the professional dispositions mentioned above as candidates proceed through their professional program.

**Definition:** The School of Education shall maintain a standing committee named the Candidate Progress Review (CPR) Committee to monitor the development and assessment of knowledge, skills, and dispositions that support a code of behavior aligned with the dispositions section of the CAEP Standards.* The committee will be made up of a minimum of 5 faculty members. The members shall be: program coordinators; the advisor of the referred candidate; and the field experience coordinator. If the referring person is a committee member, he/she will recuse himself/herself and the committee chair will seek a member-at-large from the department. A three-member quorum will be required to render a decision on hearings.

**Procedures:** To initiate referral, the referring faculty member will submit a completed CPR form to the program coordinator assigned to the program in which the candidate is enrolled. The program coordinator receiving the referral form will be designated the chair of the committee.

The committee chair (in conference with the referring faculty) will make one of two choices:

A. Convene a committee for action.

B. Compose a disciplinary letter to the teacher candidate indicating which behaviors and/or dispositions have been referred and documented. The committee chair will schedule a meeting with the teacher candidate to provide the letter and discuss the behaviors and/or dispositions addressed in the letter. The teacher candidate will be informed that s/he may continue in the program, however, changes in behaviors and/or dispositions will need to occur to address the concerns outlined by the referral. If suitable changes do not materialize at any time in the teacher candidates program, further action will be taken.

**Procedures for CPR Committee When Called to Action:**

1. Within 5 business days of receiving the CPR referral form, the CPR committee chair will call a meeting. This action will involve notifying the committee and the teacher candidate in writing of the convening of a hearing and what the concerns are.

2. When the committee is convened, the referring faculty member will address the CPR committee in person, explaining his/her concerns regarding the teacher candidate.

3. Following the faculty member’s appearance, the teacher candidate in question will be asked to address the faculty members concerns with the committee. The teacher candidate has the right, if s/he desires, to have an advocate present to advise and
serve in a consultative role to the candidate, although said advocate may not actively participate in the hearing. A hearing may be held in a teacher candidate’s absence.

4. Subsequent to the teacher candidate’s appearance, discussion among the committee members will result in one of the following actions:
   a) The teacher candidate may continue/resume degree program progress with an understanding of the knowledge and dispositions expected of all teacher education candidates;
   b) The teacher candidate may continue in the program with a corrective action plan developed to address identified problems with knowledge and dispositions;
   c) The CPR committee will recommend (in writing) to the Dean of the School of Education that the candidate be dismissed from the teacher education program.

5. If corrective action is required, the teacher candidate will develop a written action plan that addresses the specific concern(s) identified in a timely fashion (no more than 5 business days). The action plan must contain goals and activities that effectively lead to the remediation of the specific areas of concern. The teacher candidate must present the action plan to the CPR committee within 5 business days of the first meeting. The action plan must include a timeline for review. The CPR committee will set a designated date for the review of the teacher candidate’s progress.

6. Following the initial or action plan meeting, the CPR committee chair will submit written minutes to: (a) each member of the committee; (b) the referring faculty; (c) the candidate; and, (d) the Dean of School of Education. Additionally, a copy of these minutes will be placed in the permanent record file of the teacher candidate. Minutes of each meeting shall contain the following:
   a) A summary of concerns expressed by the referring faculty
   b) A summary of the teacher candidate’s responses to those concerns
   c) Action (s) to be taken

7. At the designated date, the CPR committee will review the candidate’s progress. The following outcomes may result:
   a) The CPR committee agrees to allow the candidate to continue/resume degree program progress.
   b) The CPR committee recommends further remediation.
   c) The CPR committee recommends (in writing) to the Dean of the School of Education that the teacher candidate be dismissed from the teacher education program.

8. The chair will submit a follow-up report of the CPR committee, in writing, to: (a) each member of the committee; (b) the referring faculty; (c) the candidate; and (d) the Dean of the School of Education. Additionally, a copy of this follow-up report will be placed in the permanent record file of the teacher candidate.

9. The teacher candidate has the right to appeal the decision of the CPR committee to the Appeals Committee of the School of Education.

*Candidates work with students, families, and communities in ways that reflect the dispositions expected of professional educators as delineated in professional, state, and institutional standards. Candidates recognize when their own dispositions may need to be adjusted and are able to develop plans to do so.
Candidate Progress Review (CPR) Form
School of Education
University of South Carolina Upstate

Name of Candidate______________________________ Program __________

Name of Faculty ________________________________ Date ________________
(Signature Required)

Please identify the category in which the candidate demonstrates a deficiency, and describe the nature of the concern in as much detail as possible (attach additional pages if needed). Examples of each category are provided, but are not exclusive.

_____ Knowledge (i.e. academic progress, ability to reflect, other)
Comments:

_____ Skills/Performances (i.e. the ability to speak and write with clarity; uses standard English; other)
Comments:

_____ Dispositions (i.e. ability to take feedback/supervision constructively; attendance; embraces diversity; excitement or passion for teaching; initiative; open-mindedness; positive attitude; positive rapport with peers/children/others; punctuality; respectful to instructor or fellow students; dresses appropriately in the classroom/schools; on-time with assignments; treats children equitably; willing to share class time with others; values the reflective process, other)
Comments:

Action Taken: Please describe any action you have taken. What recommendations, if any, do you have for the resolution of this issue?